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ABSTRACT

The assessment portfolio is a collection of materials and forms for testing and recording student progress at F.S. Key Elementary School, Arlington, Virginia. The materials are designed for use in an elementary school two-way partial immersion program. Introductory sections discuss the use of portfolios for monitoring student performance and contain a checklist for assessing student use of reading strategies. The remainder of the materials are portfolio components from the student, parents, and teacher, and instructions for gathering and using them. Components originating with the student include a freehand self-portrait, language attitude questionnaire, writing samples from each grading period, and self-selected best work with self-evaluation. The parent component is a questionnaire concerning attitudes about language learning and the program, used at the beginning and end of the school year. The teacher component consists of anecdotal records, teacher-selected work, a reading miscue analysis conducted twice a year, an end-of-unit evaluation, and an optional teacher's log or work samples using computer word processing software. A portfolio checklist is also included. (MSE)

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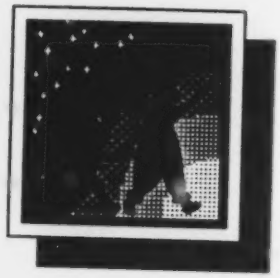

ASSESSMENT PORTFOLIO

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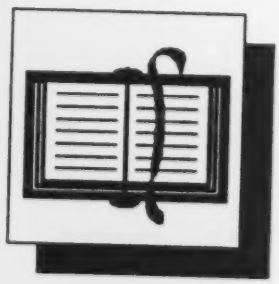
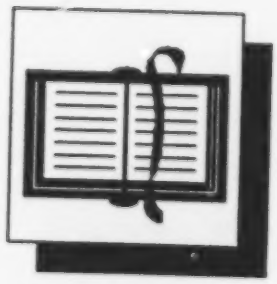
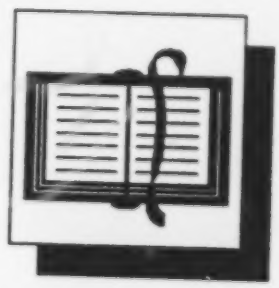
Two-Way Spanish Partial Immersion Program
F.S. Key Elementary
Arlington, Virginia
1993







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Two-Way Spanish Partial Immersion Program

ASSESSMENT PORTFOLIO

Grades K-5

DEVELOPED WITH TITLE VII FUNDS

F.S. KEY ELEMENTARY SCHOOL
Arlington, Virginia
1993

Developed
by

Evelyn Fernández

and

Susan Baker

With the Contribution of the Teachers
in the Two-Way Spanish
Partial Immersion Program

Katharine Panfil, Principal
Marcela von Vacano, Immersion Coordinator

F. S. KEY ELEMENTARY
Arlington, Virginia
August 1993

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INTRODUCTION

Assessment is the gathering of information and collection of data on an ongoing basis through the learning process. Evaluation implies giving meaning to that data through interpretation, analysis and reflection. Assessment and evaluation are an integral and ongoing part of the teaching and learning processes. By no means should evaluation be separated from this process.

It is important that teachers be flexible and willing to try out and value multiple evaluation procedures to gain a complete picture of each student. Assessment focuses on authentic student achievement by observing and documenting what students know and are able to do. Through the observation of students during the learning process the teacher can gather valuable data about each student.

The goal of the evaluation process is to make the learner self-monitoring, self-regulating and independent. Authentic assessment ensures that students participate in setting their own assessment criteria. Self-evaluation checklists, peer-evaluation, group analysis, conferring, applying the writing process and performance based experiences are all examples of authentic assessment. Whether it is the learning disabled child, the gifted child, or the student with limited English proficiency, a variety of assessment methods should provide adequate information to obtain a fair and holistic evaluation.

Since the "Portfolio" is a collection of documents that include the analysis of a variety of data it can also be used for grading, reporting to parents during conferences and accountability.

A FRAMEWORK FOR THE ASSESSMENT OF PROJECTS AND PORTFOLIOS DEVELOPED BY THE DEPARTMENT OF LANGUAGE ARTS

INDIVIDUAL PROFILE

- Student's cognitive strengths, weaknesses, and positive proclivities
- Intellectual propensities and approach to work

MASTERY OF FACTS, SKILLS AND CONCEPTS

- Knowledge of facts, skills with procedures, facility with concepts
- A showcase for the student's command of the curriculum

THE QUALITY OF WORK

- Judgement in terms of originality, imagination and technique
- Projects and portfolios examines within a genre

COMMUNICATION

- Communicate with an audience through a performance
- With peers in collaborative efforts
- With teacher through the review of the work

REFLECTION

- Students review their developing skills in a domain
- Students compare various projects from various points in the year

PORTFOLIOS*

GOALS OF ASSESSMENT

1. Diagnose--strengths and weaknesses approach to learning
2. Document learning and growth
3. Evaluate work and performance in different contexts
4. Help students become responsible for learning.

CONTEXTS OF ASSESSMENT

1. A curriculum worth assessing in depth
2. Performance-based tasks that involve complex problems
3. Projects that reveal skills, habits of mind, use of intelligences
4. Selection of work over time; process and products; student reflections

THE ROLE OF THE STUDENT

1. Increase responsibility of self-assessment
2. Develop an understanding of themselves
3. Understand and contribute to the standards of quality
4. Select and shape a representative collection of their work

ASSESSMENT AS AN EPISODE OF LEARNING

1. Students rehearse, revise, reflect and thereby gain insight
2. Teachers act as coaches
3. Students critique their own work and those of others
4. Students use feedback and reflection to improve skills and understandings

* Developed by Arlington Public Schools, Department of Language Arts

ARLINGTON PUBLIC SCHOOLS

Language Arts Department

Name _____

Grade _____

STRATEGIES CHECK LIST

DIRECTIONS TO STUDENTS:	Check if you can use the strategy listed. Then, give the story, book, article, or subject where you used the strategy to help you understand what you read.

STRATEGY	I can use it	Where I used it
MAPPING I can use a story map to help me understand the elements of the story.		
K W L What do I Know? What do I Want to know? What did I Learn?		
PRIOR KNOWLEDGE I check as I read and ask myself, "Do I know about this? Does this make sense with what I know?"		
Q A R Is the answer in my head, in a line of the book, in several lines, in a combination of the book and my head?		
QUESTIONING As I read I ask myself questions like, "Does this make sense? Do I understand?"		

ARLINGTON PUBLIC SCHOOLS

Language Arts Department

Name _____

Grade _____

STRATEGIES CHECKLIST
Page 2

STRATEGY	I can use it	Where I used it
SEMANTIC FEATURE MAP I can analyze items and traits with this map.		
SUMMARIZING I can write or tell the important parts of what I have read.		
VENN DIAGRAM I know how to compare/contrast items and how to tell and write about them.		
VISUALIZING I make pictures in my mind to help me understand what I read and write.		

10

PORTFOLIO COMPONENTS

BY STUDENT

1. **Self-Portrait**

Students should be asked to draw a self-portrait three times during the school year: at the beginning of the year, at the end of the second grading period and at the end of the year.

2. **Attitudinal Questionnaire**

At the beginning and end of the school year students should be asked to fill out a questionnaire on their attitudes about Spanish and English.

3. **Writing Samples**

At the end of each grading period students should be asked to provide a writing sample for their portfolio. The students should follow the writing process that they follow in the classroom but the samples should not be corrected by the classroom teacher or the other students.

4. **Self-selected Best Work and Self-evaluation**

Each student will choose their best work each semester to include in the portfolio. They will write a brief summary explaining why they chose the work that they did. Students should reflect on their learning. It should include reading and all other subjects.

BY PARENT

5. **Parent Questionnaire**

Teacher will send home a questionnaire for parents at the beginning and at the end of the school year about their child's attitudes toward second language learning and the program in general.

BY TEACHER

6. **Anecdotal Records**

Teacher will keep anecdotal on child's reading behaviors and the use of second language.

7. **Teacher Selected Work**

Teacher selects student's work/s each grading period to put in the portfolio. Teacher should justify the selected work.

8. **Miscue Analysis**

Twice a year teachers will be asked to complete a miscue analysis of each student's reading. Students will read a paragraph that is at their grade level and answer comprehension and higher order questions about the paragraph.

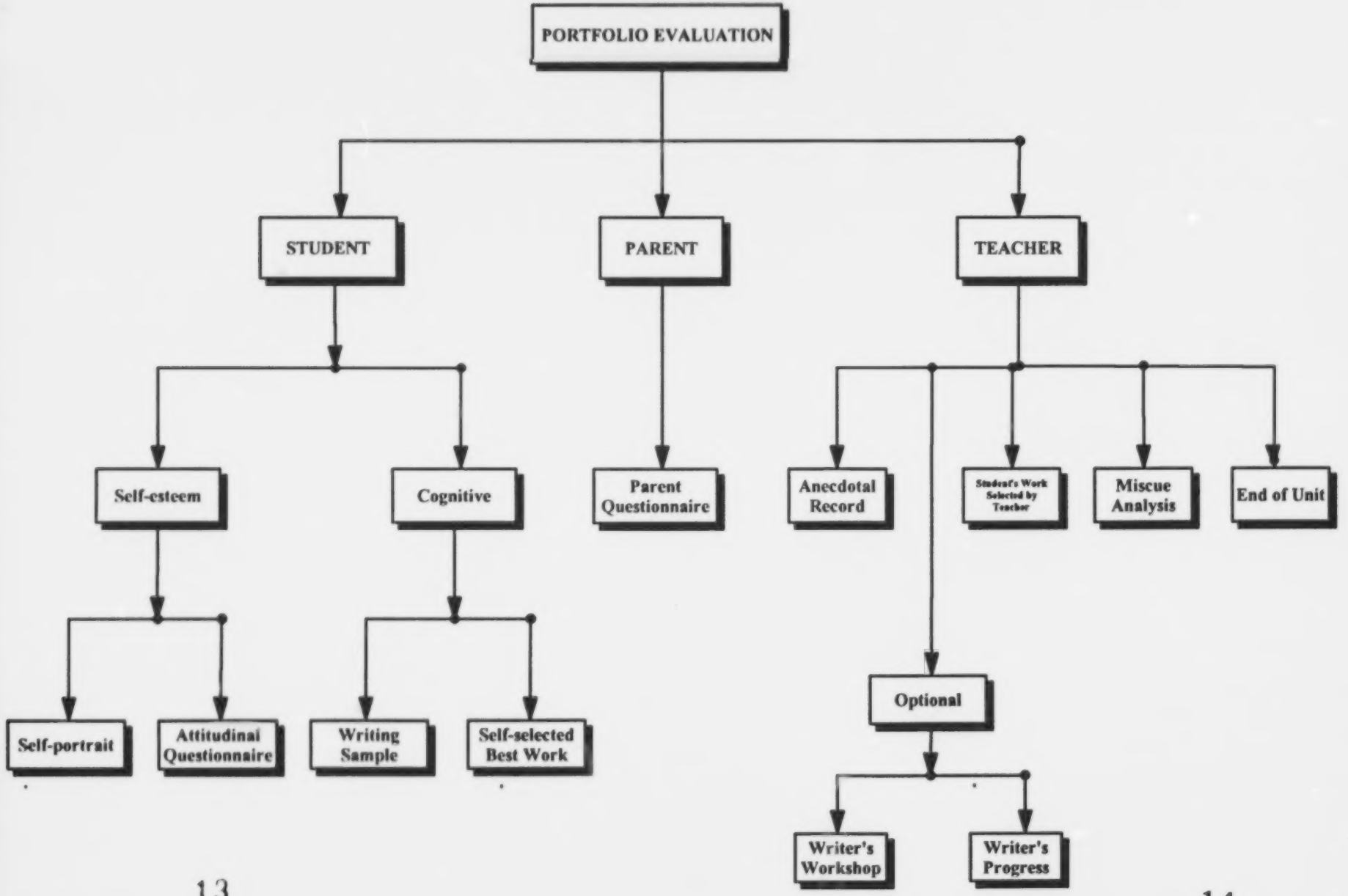
Miscue analysis is a method of evaluating the students' reading behaviors. The teacher observes, records, and analyzes any unexpected words the child says in the process of reading aloud a connected text. This is done in a one-to-one setting.

9. **End of Unit Evaluation**

Teacher will write a brief evaluation or grade of the end of the unit product or test by each student.

10. **Optional Component**

- Teacher log of student's progress in Writer's Workshop.
- Examples of student's work in Writer's Workshop.


PORTFOLIO EVALUATION
STUDENT
PARENT
TEACHER
Self-esteem
Cognitive
Parent Questionnaire
Anecdotal Record
Student's Work Selected by Teacher
Miscue Analysis
End of Unit
Self-portrait
Attitudinal Questionnaire
Writing Sample
Self-selected Best Work
Optional
Writer's Workshop
Writer's Progress

SELF-PORTRAIT

MI PORTAFOLIO

Escuela Elemental F. S. Key

Mi nombre:_____

Grado:_____

Autorretrato

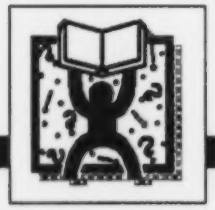
ESCUELA ELEMENTAL F.S. KEY

MI NOMBRE:_____

GRADO:_____

AUTORRETRATO

MI PORTAFOLIO



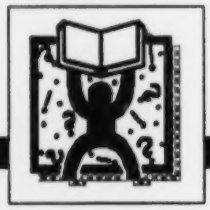
Escuela Elemental F. S. Key

Mi nombre:_____

Grado:_____

Autorretrato

MI PORTAFOLIO

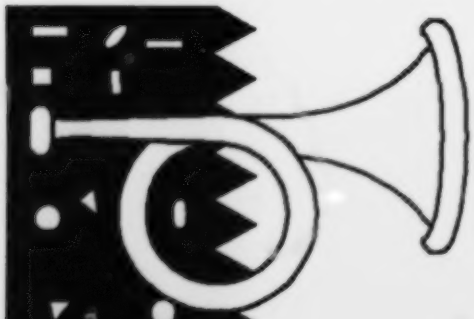


ESCUELA ELEMENTAL F. S. KEY

Mi NOMBRE:_____

GRADO:_____

AUTORRETRATO



MI PORTAFOLIO

Escuela Elemental F.S. Key
Nombre:_____
Grado:_____

Autorretrato

MY PORTFOLIO

A TO Z

F.S. Key Elementary

Name:_____

Grade:_____

Self-portrait

ATTITUDINAL QUESTIONNAIRE

CUESTIONARIO DEL ESTUDIANTE
K-2

NOMBRE:_____FECHA:_____

Haz un círculo alrededor de la carita que mejor indique tu respuesta.

Ejemplo: ¿Cómo te sientes cuando alguien es bueno y justo contigo?

1. ¿Cómo te sientes cuando alguien te habla en español?

2. ¿Cómo te sientes cuando tú tienes que hablar en español?

3. ¿Cómo te sientes cuando lees en español?

4. ¿Cómo te sientes cuando tienes que escribir en español?

5. ¿Cómo te sientes estando en este programa?

STUDENT QUESTIONNAIRE
K-2

NAME:_____ DATE:_____

Circle the face that best describes your feelings about the question.

Example: How do you feel when someone is fair to you?

1. How do you feel when someone talks to you in English?

2. How do you feel when you have to speak in English?

3. How do you feel when you read in English?

4. How do you feel when you have to write in English?

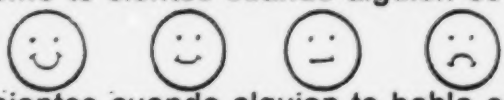
5. How do you feel being in the Immersion Program?

CUESTIONARIO DEL ESTUDIANTE
3-5

NOMBRE:_____ FECHA:_____

Haz un círculo alrededor de la carita que mejor indique tu respuesta.

Ejemplo: ¿Cómo te sientes cuando alguien es bueno contigo?



1. ¿Cómo te sientes cuando alguien te habla en español?

2. ¿Cómo te sientes cuando tú tienes que hablar en español?

3. ¿Cómo te sientes cuando lees en español?

4. ¿Cómo te sientes cuando tienes que escribir en español?

5. Describe con tus propias palabras como te sientes estando en este programa.

_____
_____
_____
_____
_____

6. Crees que el programa de inmersion es bueno? ¿Por qué?¿Por qué no? Explica.

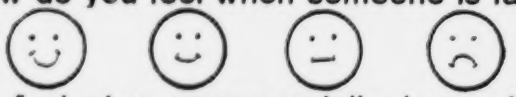
_____
_____
_____
_____

STUDENT QUESTIONNAIRE
3-5

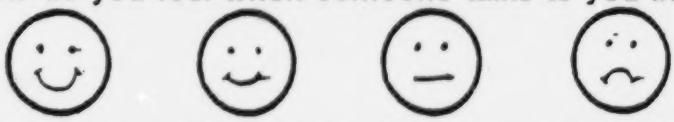
NAME:_____ DATE:_____

Circle the face that best describes your feelings about the question.

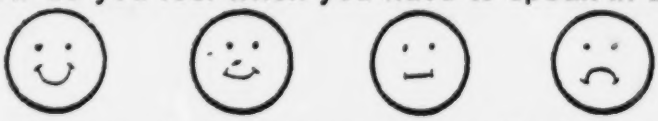
Example: How do you feel when someone is fair to you?



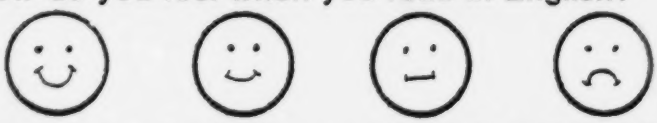
1. How do you feel when someone talks to you in English?



2. How do you feel when you have to speak in English?



3. How do you feel when you read in English?



4. How do you feel when you have to write in English?

5. Describe how you feel being in the Immersion Program?

_____

_____

_____

_____

_____

6. Do you think this is a good program? Why? Why not? Explain.

_____

_____

_____

_____

WRITING SAMPLES

Educational Testing Service
Princeton, New Jersey

HOLISTIC SCORING

I. What is holistic scoring?

A. The theory.

1. The whole of a piece of writing is greater than any of its parts.

2. English teachers, though they may have difficulty in giving a verbal description of writing ability that is recognizable to all, can recognize good writing when they see it.

3. Though when grading papers teachers may not agree on the weight to be given a particular trait, these same teachers will, in judging a work as a whole, rank papers in much the same way.

4. No single aspect of writing skill can really be judged independently.

B. The method.

1. The standards.

a. Standards are not imposed upon readers; readers themselves determine standards.

b. Papers are not judged against an ideal, but against what is: what students have written on this topic at this time.

c. Standards must be maintained and reinforced throughout reading.

2. The training.

a. Judgments are made on anonymous papers.

b. Judgments are independent.

c. Multiple judgments on each paper are mandatory.

d. Judgments must be definite, for the score scale has no middle points.

3. The scoring.

a. The score is the consensus of all the readers' judgments.

b. Some discrepancies in the scores the readers give are to be expected.

c. Wide discrepancies between readers' scores must be corrected immediately.

d. Regular divergence from the standards on the part of any reader must be corrected.

II. Why use holistic scoring?

A. It is efficient.

B. It is reliable.

C. It emphasizes what is right rather than what is wrong with a piece of writing.

D. It requires consensus among readers.

E. It encourages evaluation of the program, as well as the individual pieces of writing.

III. How is a topic scored? (Actual reading)

A. The topic is read and analyzed.

B. The ground rules are established.

C. The standards are set through the use of sample papers.

D. The papers are read.

1. First reader's score must remain unknown to other readers.

2. Readers must be allowed to rest regularly.

3. Papers must flow efficiently from reader to reader.

IV. What makes a good topic?

A. The interest to the students.

B. The interest to the readers.

C. The range of writing it produces.

D. The relative objectivity with which it can be scored.

V. Of what use is holistic scoring in the schools?

A. It promotes communication about the teaching of writing among faculty members.

B. It can be used to measure growth in students' writing ability.

C. It enables teachers to score writing assignments quickly and reliably.

D. It calls for multiple evaluations.

RUBRIC FOR ASSESSMENT OF WRITING
ELEMENTARY SCHOOLS

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8 - 7

The writing demonstrates careful attention to the total effect of the piece. The thesis clearly gives the topic and the writer's point of view. The writer develops the topic by choosing related supporting details, arranging the details in the most appropriate organization, using a variety of sentence patterns, and choosing vocabulary thoughtfully. The mechanics of the piece contribute to the whole of the work. The writer demonstrates that audience understanding and interest are essential goals in writing. Relationships are clearly stated to ensure understanding. The writer strives for an original, creative, and honest approach. Language is used well with attention to flow, rhythm, and emphasis. The writing has clarity and style and is enjoyable to read.

---

6 - 5

Papers in this category show thought about the subject. The topic is clearly stated in a thesis, and the topic is supported with well-chosen evidence. The piece has no flaw glaring enough to detract from the sense of the writing. The writer uses mechanics competently. However, the writer takes no risks and primarily uses a formula for organization. In some cases, the choice of subject is unimaginative, lending itself to only the most general written discussion. There is little or no attention to the power of language, and the writer relies on simple relationships and explanations to develop the topic. The writer does not demonstrate an understanding of the total effect of a piece of writing. The writing has clarity and communicates to a reader.

---

4 - 3

The writing shows an honest attempt to address a topic. However, the writer does not actually develop the topic. Supporting details are chosen randomly with some being irrelevant. The writer has a minimum of organization and often neglects to include either a thesis or conclusion. The thinking exhibited in the piece of writing is superficial so that full explanation of the topic does not occur. The writing is often stream of consciousness and egocentric with no awareness of audience. The mechanics detract from the total effectiveness and serve to cloud meaning. Occasionally, the writing may be fairly articulate, but a major flaw in thinking or usage prevents the piece from being successful. The writing has minimal clarity and presents difficulty to a reader.

---

2 - 1

The writer does not narrow the topic or does not seem to understand the topic. The piece may be underdeveloped or undeveloped, but in either case, the writing is totally lacking in clarity. The piece does not include specific details that would make the writer understood, and the writer does not demonstrate organizational ability. Awareness of audience is not evident so that communication is the reader's responsibility. Inhibiting communication further is the writer's inability to use mechanics correctly. Some papers demonstrate that the writer has thought about the topic but does not have the facility with language to communicate that thinking. The writing is incoherent due to major difficulties with written expression.

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SELF-SELECTED
STUDENT'S BEST WORK

31

PORTAFOLIO DE EVALUACIÓN

PREGUNTAS PARA GUIAR A LOS ESTUDIANTES A EVALUAR SUS MEJORES TRABAJOS

1. ¿Cómo te ayudaron los libros que leiste para hacer este proyecto?

2. ¿Cuándo lees algo y no entiendes que haces?

3. ¿Te gustó el libro que leiste? ¿Por qué? Explica.

4. ¿Haces buenos trabajos cuando lees qué tipo de libros?

5. ¿Te gusta como escribes cuando lo haces sobre que tema?

6. ¿Cuál fue la parte más interesante de este trabajo?

7. Si volvieras a hacer un proyecto similar, ¿qué harías diferente?

8. ¿Por qué este es un buen trabajo? ¿Qué lo hace especial o diferente?

9. ¿Qué aprendiste a través del proceso de hacer este trabajo?

10. ¿En qué aspectos eres diferente después de haber hecho este trabajo?

PORTFOLIO EVALUATION

QUESTIONS TO GUIDE STUDENTS
IN EVALUATING THEIR BEST WORK
K-5

1. What makes this a good or interesting project? Is this your best work?

2. What is the most interesting part of this project? Explain.

3. What specific things did you learn when working on this project? Explain.

4. If you would have to do a similar project later on, what should you change or do differently?

5. How are you different after working on this project?

6. How helpful were the books you read in preparing this project?

7. What type of books help you to do your best work?

8. My best writing is usually about... or when I ...

9. What do you do when you do not understand a word as you read?

10. Did you like the book you read? Why, why not? Explain.

INSTEAD OF ROUTINE WRITING ASSIGNMENTS TRY...

Advice Columns
Announcements
Ads
Book jackets
Books
Contracts
Dramas
Epitaphs
Game rules
Greeting cards
Invitations
Journals
Letters
Menus
Newscasts
Opinions
Plays
Posters
Problem solutions
Protests sign
Puzzles (Crosswords)
Songs
Travel Folders
Used car descriptions
Weather forecasts

Anecdotes
Autobiographies
Author page (for books)
Billboards
Bumper stickers
Brochures
Cartoons
Comic strips
Diaries
Directions
Endings
Explanations
Horoscopes
Interviews
Lists
Memories
Newspapers
Postcards
Proverbs
Questionnaires
Resumes
Self-descriptions
Sports accounts
Summaries
Wanted posters

PARENT QUESTIONNAIRE

F. S. Key Elementary School
PORTFOLIO ASSESSMENT
IMMERSION PROGRAM

PARENT QUESTIONNAIRE Date:_____

Name:_____Child's name:_____

Please answer the following questions as best you can. If more space is needed continue in the back or attach additional pages.

1. Why did you decide to include your child in the Spanish Partial Immersion Program?_____

_____

_____

_____

_____

_____

2. What is your child's background in second language learning?

_____

_____

_____

3. What do you think that your child's attitude is toward learning Spanish/English?_____

_____

_____

_____

4. What are your expectations for your child in her/his second language this year?_____

_____

_____

_____

_____

_____

5. Please give us a brief sketch of your child's background in the Spanish Immersion Program, her/his experiences and feelings in past years, starting with their first year in the program.

6. Additional comments

F. S. Key Eementary School
PORTAFOLIO DE EVALUACIÓN
PROGRAMA DE INMERSIÓN

CUESTIONARIO PARA PADRES Fecha:_____

Nombre_____Nombre del niño/a:_____

Por favor, conteste las siguientes preguntas a su mejor manera. Si necesita más espacio use la parte de atrás o anexe páginas adicionales.

1. ¿Por qué usted decidió poner a su hijo/a en el programa de inmersión de español?_____

_____

_____

_____

_____

_____

2. ¿Qué experiencias ha tenido su hijo/a aprendiendo otro idioma?

_____

_____

_____

3. ¿Cuál piensa usted es la actitud de su hijo/a hacia el aprendizaje del español y del inglés?_____

_____

_____

_____

4. ¿Cuáles son las expectativas que usted tiene para su hijo/a en su aprendizaje de un segundo idioma este año? _____

_____

_____

_____

_____

_____

5. Por favor, denos una breve descripción de las experiencias que su hijo/a ha tenido en el programa de inmersión, sus experiencias y motivaciones pasadas, empezando por su primer año en el programa.

6. Comentarios adicionales

F.S.Key Elementary School
PORTFOLIO ASSESSMENT - END OF THE YEAR
IMMERSION PROGRAM

PARENT QUESTIONNAIRE Date:_____

Name:_____Child's name:_____

Please answer the following questions as best you can. If more space is needed continue in the back or attach additional pages.

1. Reflecting on your child's experience this past year, how do you feel about your decision to include your child in the Spanish Partial Immersion Program? _____

2. How has your child's attitude toward second language learning changed over the year? Stayed the same?

3. What do you hope for next year and in the future in your child's participation in the Spanish Partial Immersion Program?

4. What suggestions do you have for us in how our program is run?

5. Additional Comments

F.S.Key Elementary School
PORTAFOLIO DE EVALUACIÓN - FIN DE AÑO
PROGRAMA DE INMERSIÓN

CUESTIONARIO PARA PADRES Fecha:_____

Nombre:_____Nombre del hija/o:_____

Por favor, conteste las siguientes preguntas a su mejor manera. Si necesita mas espacio use la parte de atrás o anexe páginas adicionales.

Reflexionando sobre las experiencias de su hijo durante este año escolar, ¿cómo se siente usted con la decisión de haber puesto a su hija/o en este programa? _____

2. Durante el año escolar, ¿qué cambios ha notado en su hijo/a en cuanto a su actitud de aprender un segundo idioma? ¿Su actitud ha permanecido igual? _____

3. ¿Qué expectativas tiene para el próximo año y en el futuro en lo que se refiere a la participación de su hijo/a en el programa?

4. ¿Qué sugerencias tiene usted sobre el funcionamiento del programa?

5. Comentarios adicionales

Questionnaires for K-2	Questionnaires for 3-5
Student - English	Student - English
Student - Spanish	Student - Spanish
Parent - Beginning of the year Spanish	Parent - Beginning of the year Spanish
Parent - Beginning of the year English	Parent - Beginning of the year English
Parent - End of the year - Spanish	Parent - End of the year - Spanish
Parent - End of the year - English	Parent - End of the year - English

Only student's questionnaires for K-2 and 3-5 are different.

ANECDOTAL RECORDS

ANECDOTAL RECORDS

VALUED READING BEHAVIORS
AS STATED BY ARLINGTON PUBLIC SCHOOLS
LANGUAGE ARTS DEPARTMENT

Successful readers:

1. Read a variety of reading materials.

2. Make sure they understand what they read.

3. Know how they are doing as readers.

4. Share ideas about what they read.

5. Choose to read.

ALSO LOOK FOR : second language behaviors

1. Attitude toward second language.

2. When does student use second language?

3. Does student take risks in second language?

4. With whom does student use the second language? (Teacher, other students.)

ANECDOTAL RECORDS K-5

Record behavior (reading, second language, writing, other) at least twice each quarter. Make a check after behavior has been recorded.

Student's name	1st	1st	2nd	2nd	3rd	3rd	4th	4th
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								
16.								
17.								
18.								
19.								
20.								
21.								
22.								
23.								
24.								
25.								
26.								

MISCUE ANALYSIS

MISCUE ANALYSIS

EVALUATION QUESTIONS
K-5

Student's name:_____ Date:_____ Grade:_____

1. Does student read: haltingly 1 2 3 4 fluently 5

2. What strategies does the student use when she/he does not know a word?

____ guess from context

____ sound out letters

____ combination of sounding out and guessing

____ substitute a word that makes sense

____ put word parts together (re lief)

____ skip word and go on

____ look at picture

____ other _____

F.S. Key Elementary - Partial Immersion Program
MISCUE ANALYSIS Recording Sheet for K-5

Name:_____ Date:_____ Teacher:_____
Language:_____

PART I Reading Aloud

MIDDLE OF THE YEAR END OF THE YEAR

Mistakes when reading aloud	Comments on comprehension questions	Mistakes when reading aloud	Comments on comprehension questions

PART II Comprehension Questions (Write student's response literally and comment as needed.)

1.		
2.		
3.		

MISCUE ANALYSIS

KINDERGARTEN

1. Student reads aloud.

2. Follow the student's reading.

3. Make notations about his reading.

4. Record all mistakes.

5. Ask comprehension questions.

6. Make the appropriate comments and include them in student's portfolio.

COMPREHENSION QUESTIONS

1. ¿Quién subió en el globo?

2. ¿Qué va a pasar ahora?

3. ¿Cómo sabes que este cuento no puede ser verdad?

F.S. Key Elementary - Partial Immersion Program
MISCUE ANALYSIS Recording Sheet for K

Name:_____ Date:_____ Teacher:_____
Language:_____

PART I Reading Aloud

MIDDLE OF THE YEAR		END OF THE YEAR	
Mistakes when reading aloud	Comments on comprehension questions	Mistakes when reading aloud	Comments on comprehension questions

PART II Comprehension Questions (Write student's response literally and comment as needed.)

1. ¿Quién subió en el globo?		
2. ¿Qué va a pasar ahora?		
3. ¿Cómo sabes que este		
cuento no puede ser verdad?		

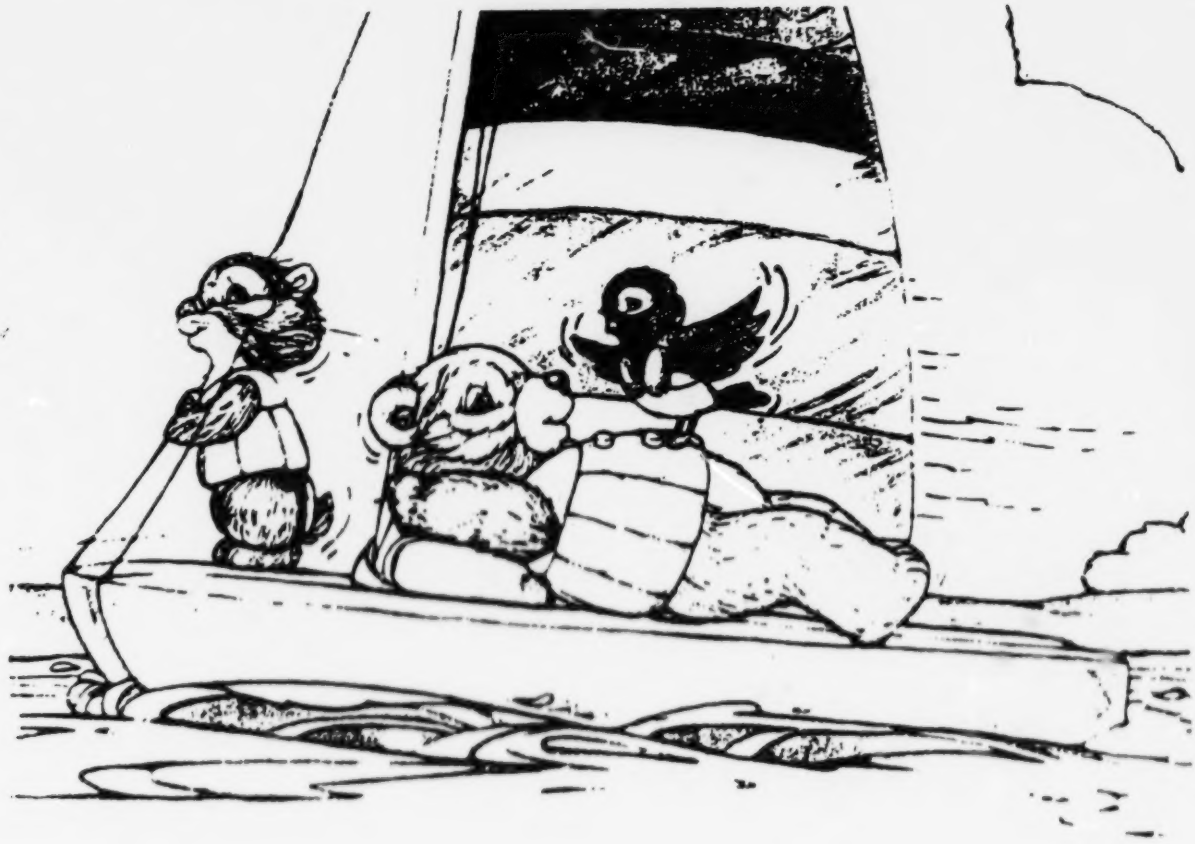
El globo

¡Levántate, Gordo, levántate!
Mira, mira un globo.

Gordo dice —¿Un globo?

Memo dice —Sí, es un globo.

18



Sí, es un globo grande.
Es un globo grande.

Paca dice —Vamos a subir.
Vamos a subir en el globo.

Memo dice —No, no vamos a subir.

19

MISCUE ANALYSIS

1ST GRADE

1. Student reads aloud.

2. Follow the student's reading.

3. Make notations about his reading.

4. Record all mistakes.

5. Ask comprehension questions.

6. Make the appropriate comments and include them in student's portfolio.

COMPREHENSION QUESTIONS

1. ¿Todos los letreros tienen palabras?

2. ¿Cómo sería un letrero sin palabras que indique que no se debe pisar la grama o el pasto?

3. ¿Por qué los letreros son importantes?

F.S. Key Elementary - Partial Immersion Program
MISCUE ANALYSIS Recording Sheet for 1st

Name:_____ Date:_____ Teacher:_____
Language:_____

PART I Reading Aloud

MIDDLE OF THE YEAR END OF THE YEAR

Mistakes when reading aloud	Comments on comprehension questions	Mistakes when reading aloud	Comments on comprehension questions

PART II Comprehension Questions (Write student's response literally and comment as needed.)

1. ¿Todos los letreros tienen		
palabras?		
2. ¿Cómo sería un letrero sin		
palabras que indique que no se		
debe pisar la grama o el		
pasto?		
3. ¿Por qué los letreros son		
importantes?		

El señor Pino pintó letreros que ayudaron a la gente de Pino. Ahora vamos a leer para saber cómo nos ayudan los letreros.

Los letreros ayudan

por Wanda Fortney

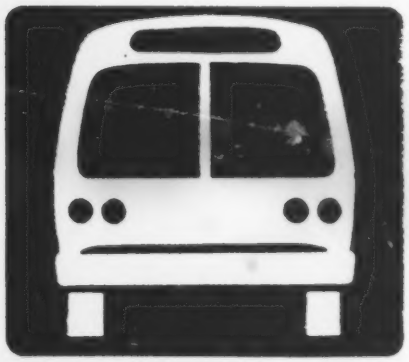
Los letreros dicen muchas cosas.
Algunos letreros dicen cosas con palabras.
Si sabemos leer, podemos entender los letreros con palabras.

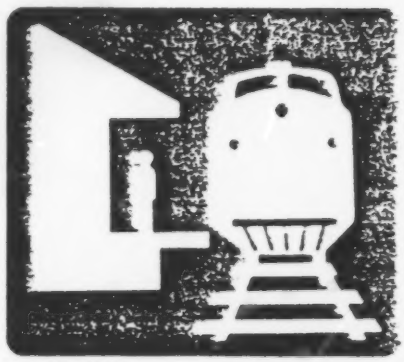
Algunos letreros dicen cosas con dibujos.

Toda la gente puede entender los letreros con dibujos.

Los dibujos dicen lo que la gente debe saber.

¿Qué dicen estos letreros?





MISCUE ANALYSIS

2ND GRADE

1. Student reads aloud.

2. Follow the student's reading.

3. Make notations about his reading.

4. Record all mistakes.

5. Ask comprehension questions.

6. Make the appropriate comments and include them in student's portfolio.

COMPREHENSION QUESTIONS

1. ¿Qué le gustaba a Alexander cuando era niño?

2. ¿Qué otras cosas haría Calder?

3. Pretende que eres un artista como Calder, ¿qué cosas harías tú?

F.S. Key Elementary - Partial Immersion Program
MISCUE ANALYSIS Recording Sheet for 2nd

Name:_____ Date:_____ Teacher:_____
Language:_____

PART I Reading Aloud

MIDDLE OF THE YEAR		END OF THE YEAR	
Mistakes when reading aloud	Comments on comprehension questions	Mistakes when reading aloud	Comments on comprehension questions

PART II Comprehension Questions (Write student's response literally and comment as needed.)

1. ¿Qué le gustaba a Alexander		
cuando era niño?		
2. ¿Qué otras cosas haría		
Calder?		
3. Pretende que eres un artista		
como Calder, ¿qué cosas		
harías tú?		

Alexander Calder alegra a la gente. ¿Cómo alegra a la gente?

Alexander Calder

por Catherine M. Carroll

Alexander Calder fue un artista famoso.

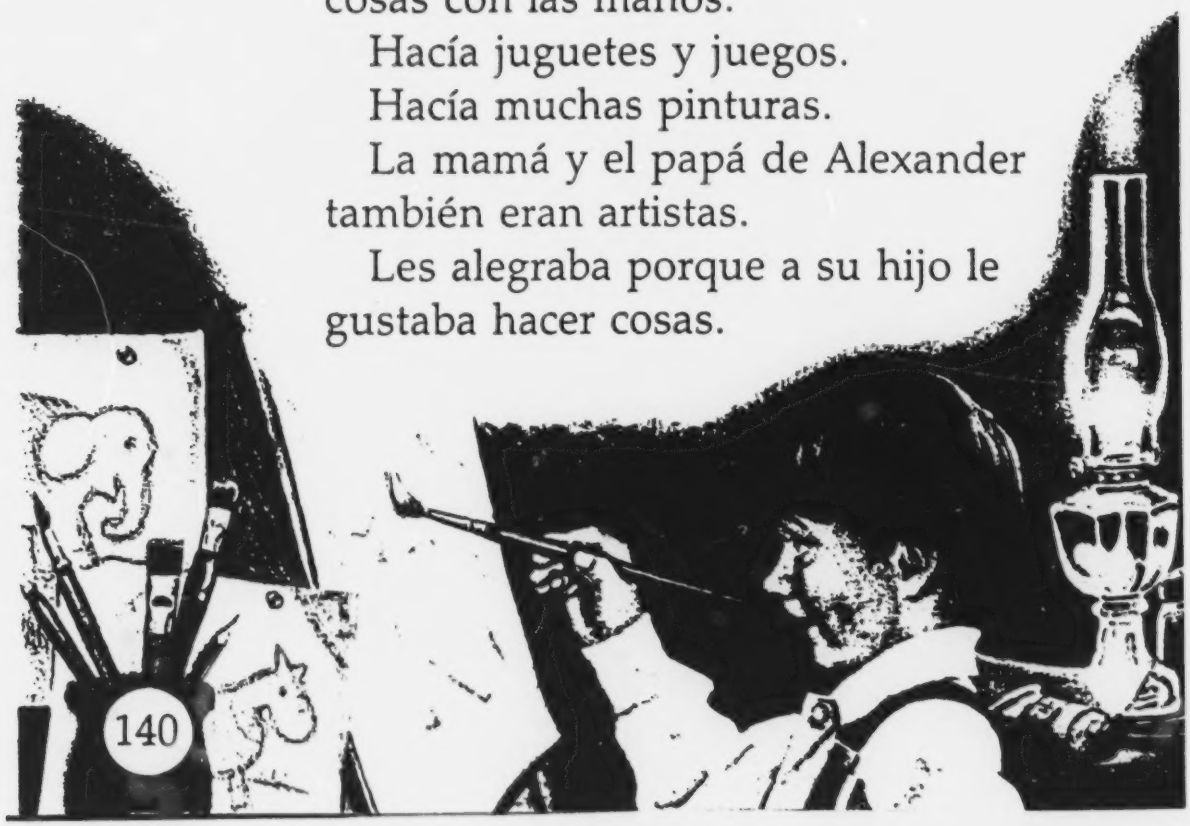
Desde que tenía cinco años hacía cosas con las manos.

Hacía juguetes y juegos.

Hacía muchas pinturas.

La mamá y el papá de Alexander también eran artistas.

Les alegraba porque a su hijo le gustaba hacer cosas.



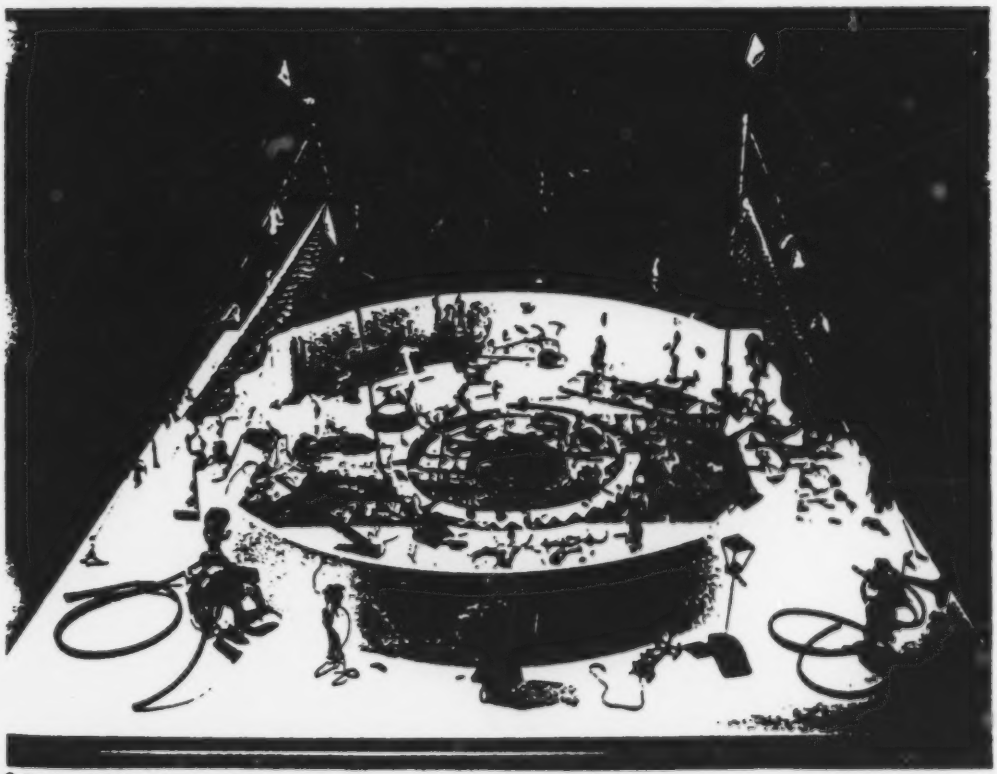
A Alexander Calder le gustaba ver cómo se movían las cosas.

Le gustaba ver cómo se movían los animales del circo.

Dibujaba los animales del circo.

Cuando creció, Alexander Calder construyó un circo de juguete.

Gente de todas partes del mundo vio su circo de juguete.



Collection of Whitney Museum of American Art.

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MISCUE ANALYSIS

3RD GRADE

1. Student reads aloud.

2. Follow the student's reading.

3. Make notations about his reading.

4. Record all mistakes.

5. Ask comprehension questions.

6. Make the appropriate comments and include them in student's portfolio.

COMPREHENSION QUESTIONS

1. ¿Qué quiere Pepito?

2. ¿Qué le va a decir el toro?

3. Si tú fueras Pepito y no pudieras encontrar al búho, ¿qué harías para ganarte el respeto y la admiración de todos los otros ratones?

F.S. Key Elementary - Partial Immersion Program
MISCUE ANALYSIS Recording Sheet for 3rd

Name:_____ Date:_____ Teacher:_____
Language:_____

PART I Reading Aloud

MIDDLE OF THE YEAR		END OF THE YEAR	
Mistakes when reading aloud	Comments on comprehension questions	Mistakes when reading aloud	Comments on comprehension questions

PART II Comprehension Questions (Write student's response literally and comment as needed.)

1. ¿Qué quiere Pepito?		
2. ¿Qué le va a decir el toro?		
3. Si tú fueras Pepito y no		
pudieras encontrar al búho,		
¿qué harías para ganarte el		
respeto y la admiración de		
todos los otros ratones?		

Pepito, el pequeñín

por Miriam Roberstad

En la finca vivían muchos animalitos de distintos tamaños y colores. El más pequeñito de todos era Pepito. El pequeñín tenía una colita muy larga, dos orejas rosaditas y dos ojitos negros como pequeños botones.

¡Era un perfecto ratón en miniatura! La vida de un ratoncito puede ser difícil. Pero es peor cuando los otros ratones se ríen de él. Pepito no era feliz. Quería ser un señor ratón. Quería tener el respeto y la admiración de todos los otros ratones.

18

Un día decidió que las cosas no podían seguir así. Entonces, se fue al bosque en busca del famoso y sabio búho Setarcos. Quería que él lo ayudara a ser un verdadero señor ratón.

En mitad del camino, Pepito se encontró con el toro Felipón. Todos temían a Felipón por su fuerza y mal genio.

Con mucho miedo, Pepito le preguntó, " Señor toro, ¿podría decirme dónde puedo encontrar al búho Setarcos? "

" Lo encontrarás a la orilla del río, " contestó el toro. " ¿Para qué lo quieres ver? "

" Quiero que me ayude a ser un ratón valiente. No quiero que nadie se ría de mí, " contestó Pepito seriamente.

MISCUE ANALISYS

4TH GRADE

1. Student reads aloud.

2. Follow the student's reading.

3. Make notations about his reading.

4. Record all mistakes.

5. Ask comprehension questions.

6. Make the appropriate comments and include them in student's . portfolio.

COMPREHENSION QUESTIONS

1. ¿Con el dinero de la venta de la leña, ¿qué compraría el anciano?

2. ¿Qué piensas que le va a suceder al anciano?

3. ¿Quién era Tsuru-san? ¿Cómo le recompensaria la bondad del anciano?

F.S. Key Elementary - Partial Immersion Program
MISCUE ANALYSIS Recording Sheet for 4th

Name:_____ Date:_____ Teacher:_____
Language:_____

PART I Reading Aloud

MIDDLE OF THE YEAR END OF THE YEAR

Mistakes when reading aloud	Comments on comprehension questions	Mistakes when reading aloud	Comments on comprehension questions

PART II Comprehension Questions (Write student's response literally and comment as needed.)

1. ¿Con el dinero de la venta		
de la leña, ¿qué compraría el		
anciano?		
2. ¿Qué piensas que le va a		
suceder al anciano?		
3. ¿Quién era Tsuru-san?		
¿Cómo le recompensaria la		
bondad del anciano?		

"La garza y la doncella" es una leyenda japonesa. Mientras leas la leyenda, presta atención a la transformación mágica.

La garza y la doncella

por Miyoko Matsutani

Hace muchos años, a la orilla de un pequeño pueblo de montaña, en los campos nevados del Japón, vivía un anciano con su esposa. Eran muy felices, aunque era muy poco lo que poseían en el mundo.

Una mañana de invierno, el anciano salió para el pueblo. Llevaba un haz de leña amarrado a su espalda. Era un invierno muy crudo y sabía que no tendría problemas para vender la leña. Con ese dinero compraría algo de comer para que él y su esposa tuvieran una buena cena.

Mientras caminaba con dificultad a través de la nieve que caía incesantemente, el anciano escuchó un revoloteo. Oyó también un gemido lastimoso,

cu, cu. Se desvió del camino para ver de qué se trataba y se encontró con una garza que quería librarse de una trampa.

El corazón del anciano se llenó de compasión al ver un ave tan magnífica. Trató de consolar a la garza con palabras tiernas, mientras que con sus manos la libraba del cruel resorte de la trampa. De inmediato la garza se fue volando, y cantando alegremente *cu, cu*, desapareció en el cielo.

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Con paso más ligero el anciano continuó caminando a través de la nieve. Después de vender la leña, regresó a su humilde hogar. Mientras su esposa preparaba la cena, él le contó cómo había rescatado a la garza.

"Fue una buena obra," dijo ella. "Seguramente algún día los dioses te darán una recompensa por tu buen corazón."

Mientras así hablaba, se escucharon unos golpecitos en la puerta. La anciana se apresuró a ver quién era. Al abrir la puerta vio a una hermosa joven parada en medio de un remolino de nieve. Su rostro delicado resplandecía como un durazno que comienza a madurar con el sol del verano. Sus negros ojos brillaban a la luz del fogón.

"Disculpen que haya llamado a la puerta," dijo ella con una voz muy dulce, "pero he perdido mi camino en la nieve. ¿Podría pasar la noche con ustedes junto al calor del fuego?"

Y haciendo una profunda reverencia, agregó, "Me llamo Tsuru-san."

"¡Ay, pobre niña!" dijo la anciana. "Entra,

*Tsuru-san (tsü' rü sän)

MISCUE ANALISYS

5TH GRADE

1. Student reads aloud.

2. Follow the student's reading.

3. Make notations about his reading.

4. Record all mistakes.

5. Ask comprehension questions.

6. Make the appropriate comments and include them in student's portfolio.

COMPREHENSION QUESTIONS

1. ¿Qué es un centauro?

2. ¿Qué diferencias hay entre un centauro y un cerbero?

3. Si fueras uno de estos dos animales mitológicos, cuál serías y por qué? Explica.

F.S. Key Elementary - Partial Immersion Program
MISCUE ANALYSIS Recording Sheet for 5th

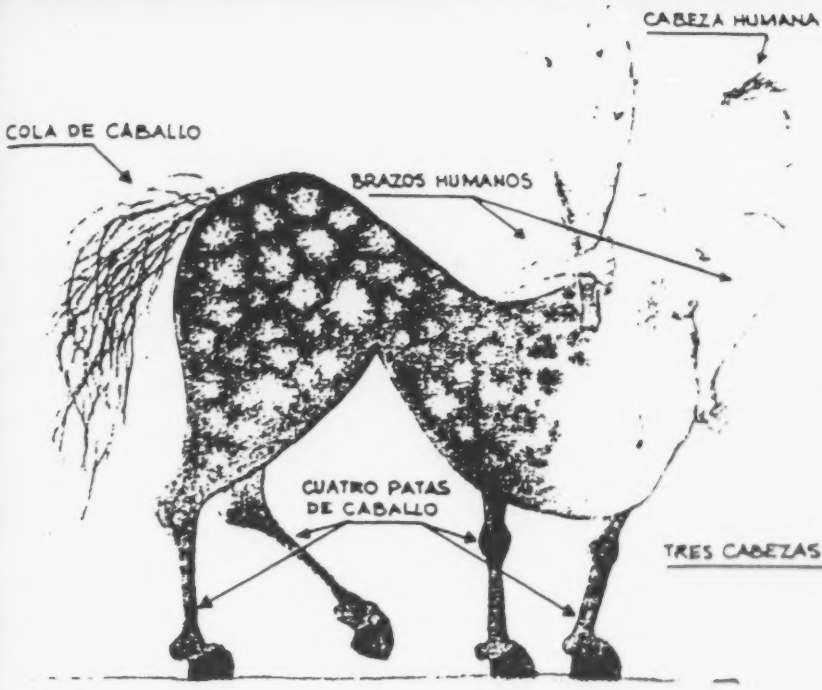
Name:_____ Date:_____ Teacher:_____
Language:_____

PART I Reading Aloud

MIDDLE OF THE YEAR		END OF THE YEAR	
Mistakes when reading aloud	Comments on comprehension questions	Mistakes when reading aloud	Comments on comprehension questions

PART II Comprehension Questions (Write student's response literally and comment as needed.)

1. ¿Qué es un centauro?		
2. ¿Qué diferencias hay entre		
un centauro y un cerbero?		
3. Si fueras uno de estos dos		
animales mitológicos, cuál		
serías y porqué? Explica.		



LOS CENTAUROS

Según la mitología, los **centauros** eran seres monstruosos, mitad hombre y mitad caballo.

Desde la cabeza hasta la cintura eran como hombres y de cintura para abajo eran como caballos.

Los centauros tenían cuatro patas de caballo y dos brazos humanos.

Cuenta la leyenda que los centauros eran hijos de un dios y de una nube, vivían en los bosques, comían carne cruda y tenían costumbres muy brutales. Sin embargo, existían dos centauros, Quirón y Folo, que no tenían el carácter salvaje de los demás. Quirón y Folo eran hospitalarios, buenos, pacíficos y querían a los humanos.

La mitología también habla de las «centauresas», que eran las hembras de los centauros y vivían con ellos en los bosques.

CERBERO

Era el perro mitológico que guardaba la puerta del infierno. **Cerbero** o **Cancerbero**, encadenado en la puerta, impedía que entraran los hombres vivos al infierno, pero sobre todo no permitía que salieran de allí los muertos.

Cerbero era un perro que tenía tres cabezas; su cola era una serpiente y en su lomo tenía numerosas cabezas de serpiente.

Hércules, un héroe mitológico, recibió el encargo de apresar a Cerbero en la puerta del infierno y llevarlo a la Tierra.

Hércules tenía que cumplir su misión sin usar armas. Y lo consiguió: ahogó con sus manos a Cerbero y se lo llevó. Pero el terrible aspecto de Cerbero causó tanto terror en la Tierra que Hércules se vio obligado a devolverlo al infierno.

F.S. Key Elementary - Partial Immersion Program
MISCUE ANALYSIS Recording Sheet for K

Name:_____ Date:_____ Teacher:_____
Language:_____

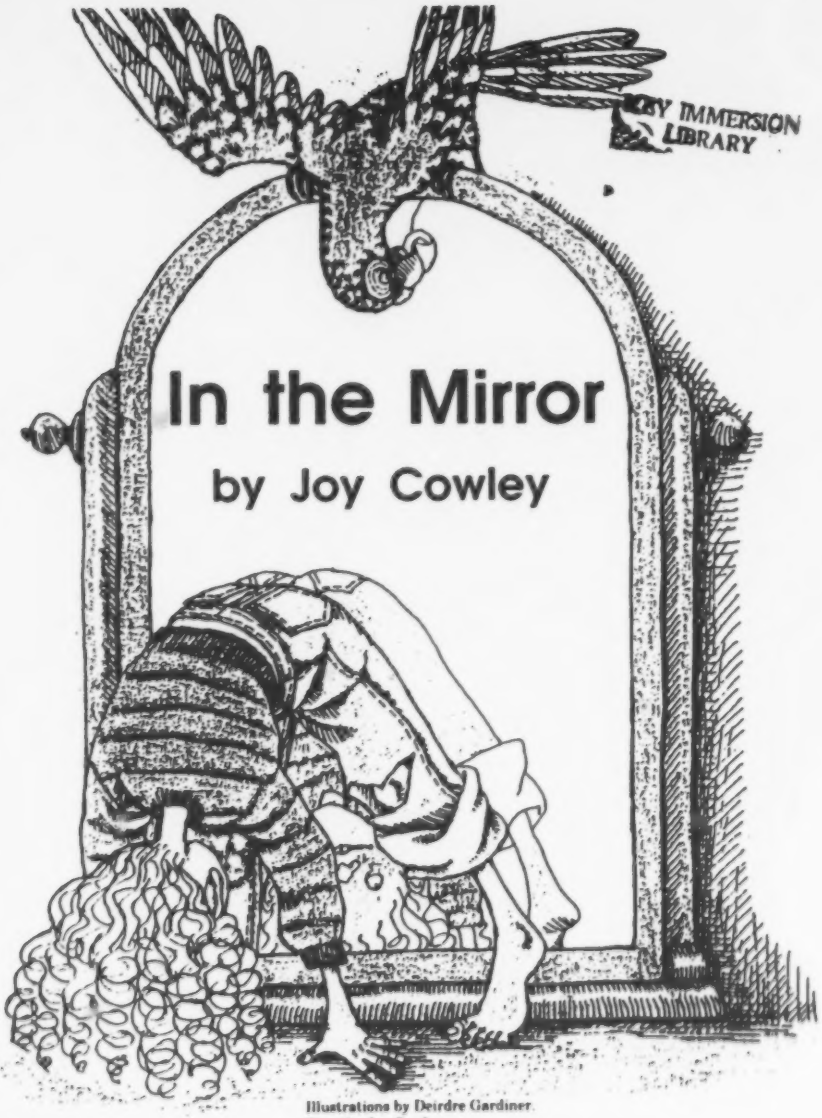
PART I Reading Aloud

MIDDLE OF THE YEAR		END OF THE YEAR	
Mistakes when reading aloud	Comments on comprehension questions	Mistakes when reading aloud	Comments on comprehension questions

PART II Comprehension Questions (Write student's response literally and comment as needed.)

1. What is the girl looking at?		
2. How else could the girl play		
with the mirror?		
3. What do you think will		
happen next?		

KAY IMMERSION LIBRARY



In the Mirror

by Joy Cowley

Illustrations by Deirdre Gardiner.
Story by Joy Cowley.
Originally designed and edited by June Melser.

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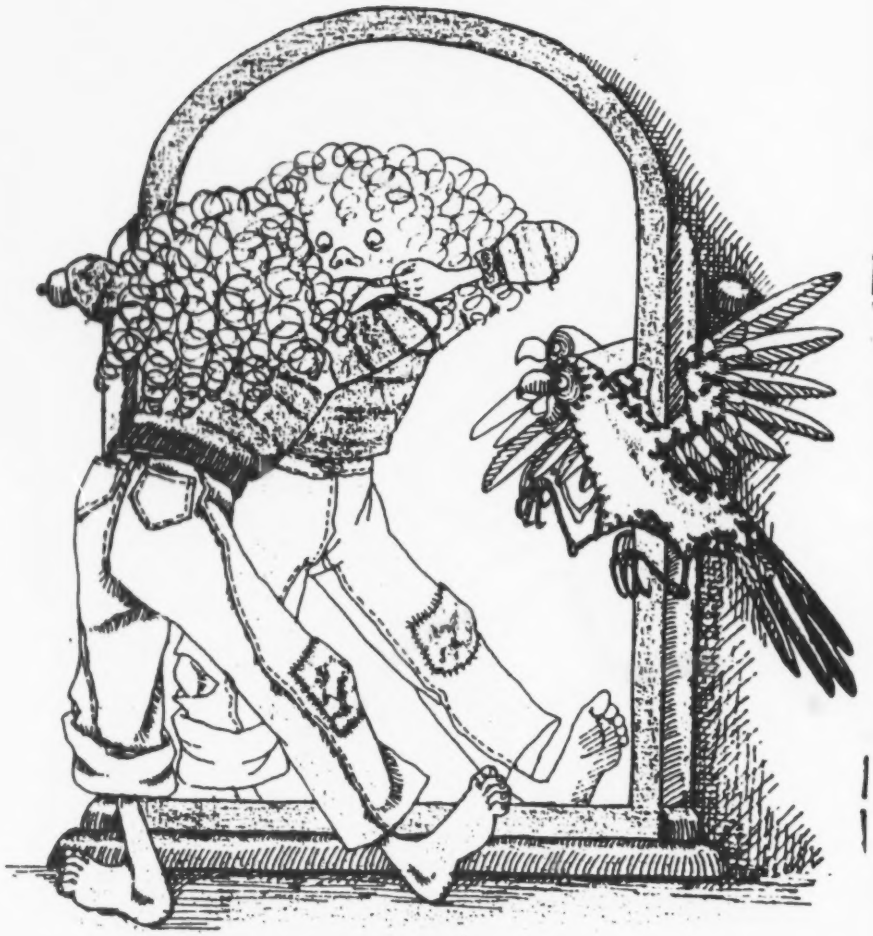
The Wright Group

See my fingers.

See my toes.

3

78



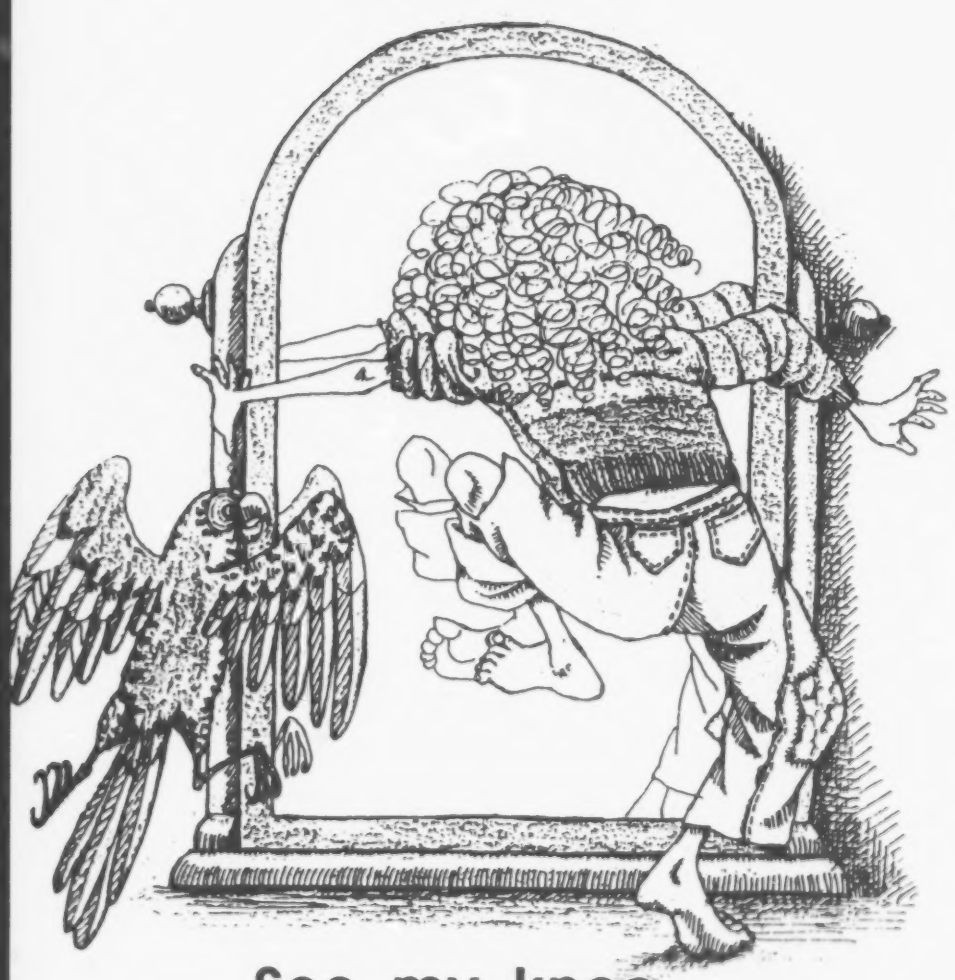
See my tongue.

79

4

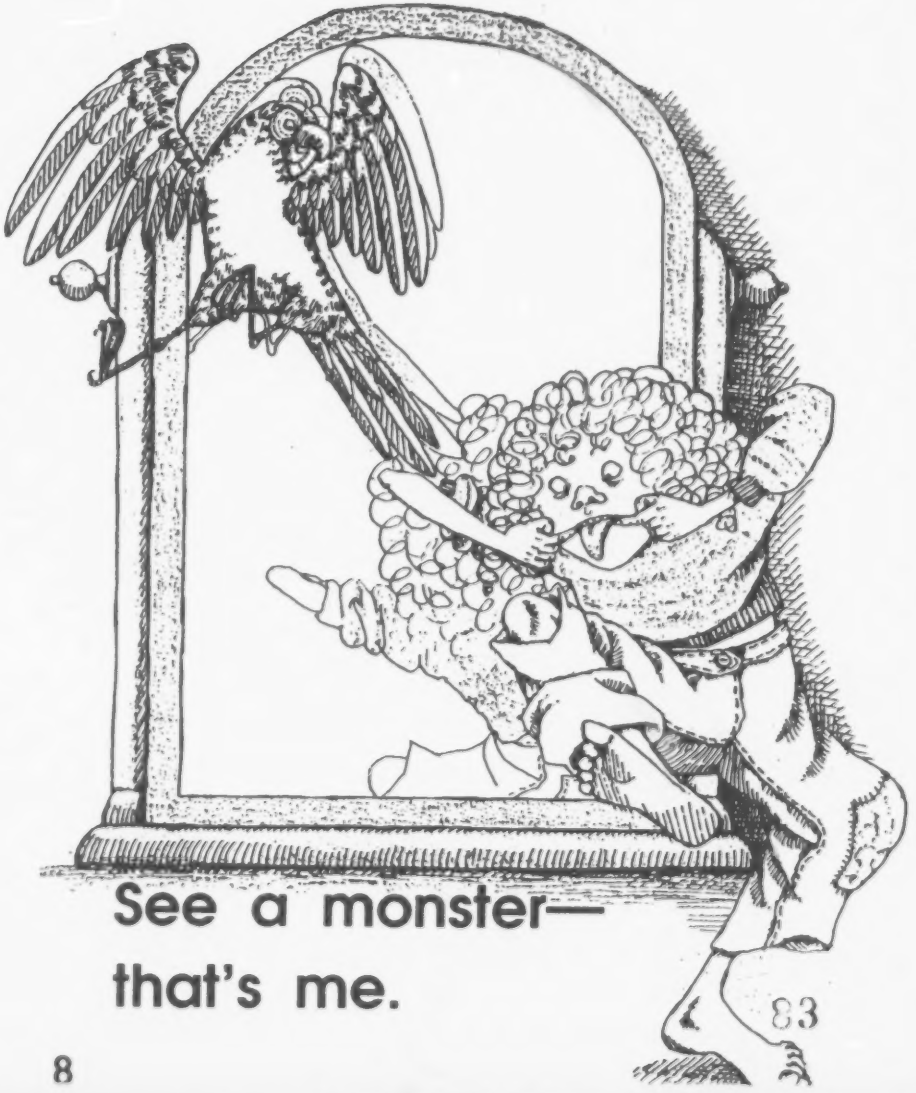
See my nose.

See my elbow.



See my knee.

82



See a monster—
that's me.

83

F.S. Key Elementary - Partial Immersion Program
MISCUE ANALYSIS Recording Sheet for 1st

Name:_____ Date:_____ Teacher:_____
Language:_____

PART I Reading Aloud

MIDDLE OF THE YEAR		END OF THE YEAR	
Mistakes when reading aloud	Comments on comprehension questions	Mistakes when reading aloud	Comments on comprehension questions

PART II Comprehension Questions (Write student's response literally and comment as needed.)

1. Why can't Lisa take a walk		
with Benita and her mother?		
2. What do you think is going		
to happen next?		
3. How do you think Benita		
and her mother got to the		
park? Why do you think that?		

It was a new day in the city. The sun came up and woke Benita.

After breakfast, Mother said, "It's a good day for a walk in the park. Why not call Lisa? Maybe she'd like to go for a walk with us."

"Lisa can't take a walk with us because she is sick today. She has a cold," said Benita. "We can still go."

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F.S. Key Elementary - Partial Immersion Program
MISCUE ANALYSIS Recording Sheet for 2nd

Name:_____ Date:_____ Teacher:_____
Language:_____

PART I Reading Aloud

MIDDLE OF THE YEAR END OF THE YEAR

Mistakes when reading aloud	Comments on comprehension questions	Mistakes when reading aloud	Comments on comprehension questions

PART II Comprehension Questions (Write student's response literally and comment as needed.)

1. Why did Mrs. Smith hold the		
cloth against her nose and		
then out as far as her arm		
could go?		
2. How do you think people will		
measure 100 years in the		
future?		
3. How else could Mrs. Smith		
measure cloth?		

MISCUE ANALYSIS

EVALUATION QUESTIONS
K-5

Student's name:_____ Date:_____ Grade:_____

1. Does student read: haltingly 1 2 3 4 fluently 5

2. What strategies does the student use when she/he does not know a word?

____ guess from context

____ sound out letters

____ combination of sounding out and guessing

____ substitute a word that makes sense

____ put word parts together (re lief)

____ skip word and go on

____ look at picture

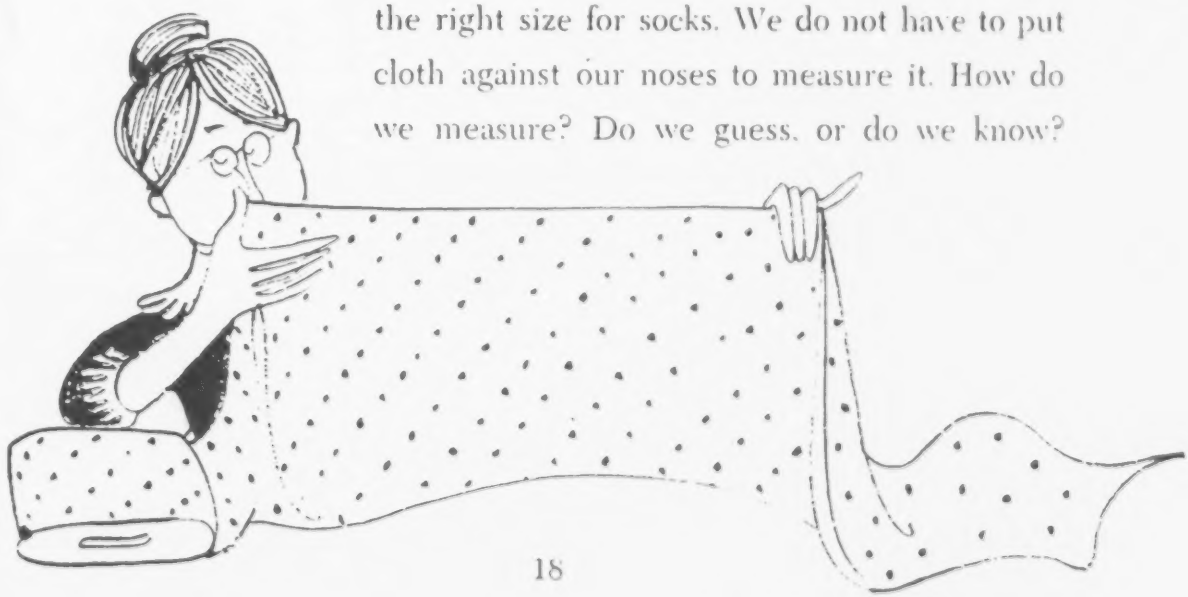
____ other _____

Make a Fist

1 "Make a fist," Mrs. Brown said. The boy made a fist. His mother took the heel and toe of the sock. She tried to make them meet around the fist. If the heel and toe met around the fist, the sock would fit the boy. This was how she measured size.

2 Mrs. Smith needed three yards of cloth. She put one part of the cloth against her nose. She held the rest of the cloth out as far as her arm could go. "One yard," Mrs. Smith said. She did this three times. She now had three yards of cloth. This was how Mrs. Smith measured cloth. Your grandmother may have measured things this way.

3 Today, we do not have to make a fist to get the right size for socks. We do not have to put cloth against our noses to measure it. How do we measure? Do we guess, or do we know?



F.S. Key Elementary - Partial Immersion Program
MISCUE ANALYSIS Recording Sheet for 3rd

Name:_____ Date:_____ Teacher:_____
Language:_____

PART I Reading Aloud

MIDDLE OF THE YEAR		END OF THE YEAR	
Mistakes when reading aloud	Comments on comprehension questions	Mistakes when reading aloud	Comments on comprehension questions

PART II Comprehension Questions (Write student's response literally and comment as needed.)

1. How are temples different		
from houses?		
2. Why do you think people		
build temples the way they do?		
3. What other kinds of		
buildings do you think the		
ancient Sumerians had? What		
do you think they looked like?		

MISCUE ANALYSIS

EVALUATION QUESTIONS
K-5

Student's name:_____ Date:_____ Grade:_____

1. Does student read: haltingly 1 2 3 4 fluently 5

2. What strategies does the student use when she/he does not know a word?

____ guess from context

____ sound out letters

____ combination of sounding out and guessing

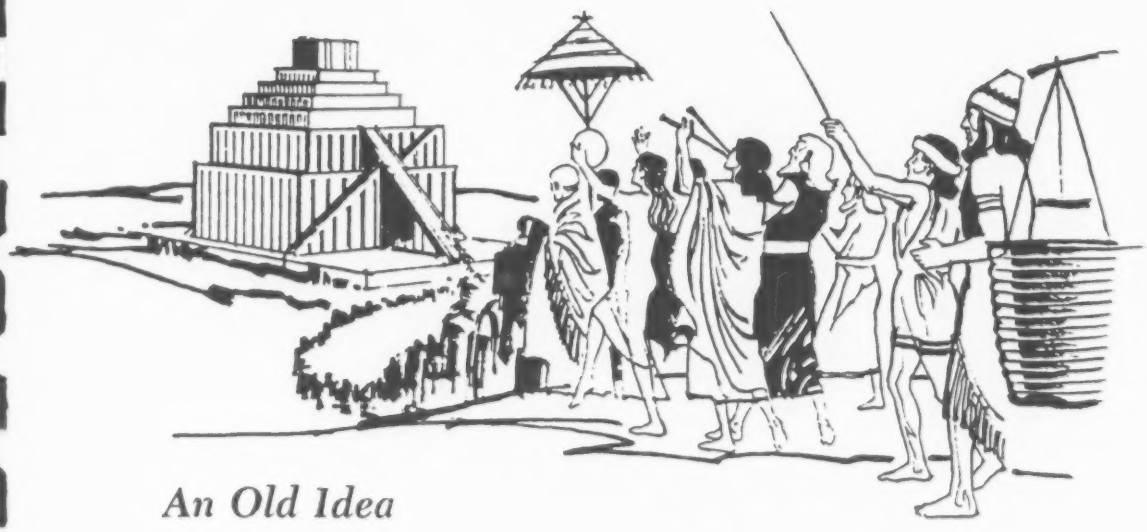
____ substitute a word that makes sense

____ put word parts together (re lief)

____ skip word and go on

____ look at picture

____ other _____



An Old Idea

1 The people lived in small, crowded houses made of clay. But their holy place was a special building. It was built high on a hill. To get to it, many steps had to be climbed. Each city had its own holy temple tower. But all were built the same.

2 The ancient Sumerians lived in these cities. The temple towers were called ziggurats (zig′ ə rats). Ziggurat means "at the top of the mountain." In ancient times, only kings or priests or other very important people could go inside temples.

3 Later, churches and temples were built all over the world. They had many shapes. They were made of different things. But they were made for the people.

4 Men have been building temples for thousands of years. They do not build them the same way. And you do not have to be a king to get inside. But one thing has not changed. People still want their holy places to be very special buildings.

F.S. Key Elementary - Partial Immersion Program
MISCUE ANALYSIS Recording Sheet for 4th

Name:_____ Date:_____ Teacher:_____
Language:_____

PART I Reading Aloud

MIDDLE OF THE YEAR		END OF THE YEAR	
Mistakes when reading aloud	Comments on comprehension questions	Mistakes when reading aloud	Comments on comprehension questions

PART II Comprehension Questions (Write student's response literally and comment as needed.)

1. How did a person achieve		
importance in the Navaho		
community?		
2. What do you think is the		
new sign of importance in the		
Navaho community?		
3. What do you think was the		
sign of importance before the		
Spaniards brought sheep and		
horses?		

MISCUE ANALYSIS

EVALUATION QUESTIONS
K-5

Student's name:_____ Date:_____ Grade:_____

1. Does student read: haltingly 1 2 3 4 5 fluently

2. What strategies does the student use when she/he does not know a word?

____ guess from context

____ sound out letters

____ combination of sounding out and guessing

____ substitute a word that makes sense

____ put word parts together (re lief)

____ skip word and go on

____ look at picture

____ other _____

Animals Mean Wealth

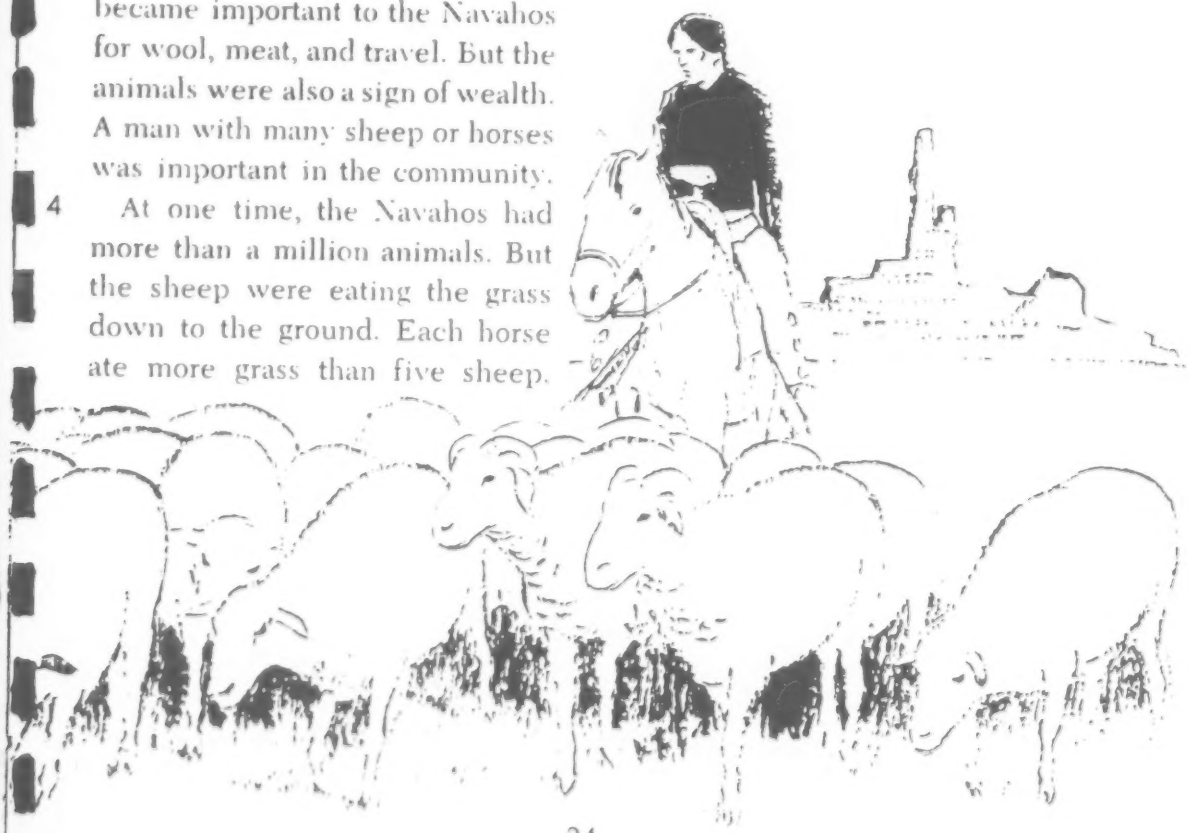
1 Different things are important in different communities. What a community thinks is important can change the way it carries on its business.

2 The Navaho (nav' ə hō) Indians live on large reservations in Arizona, New Mexico, and Utah. They raise sheep and horses as a business. The animals feed on grass growing on Navaho land.

3 The Indians got sheep and horses from the Spaniards in the 1600s. Later, the sheep and horses became important to the Navahos for wool, meat, and travel. But the animals were also a sign of wealth. A man with many sheep or horses was important in the community.

4 At one time, the Navahos had more than a million animals. But the sheep were eating the grass down to the ground. Each horse ate more grass than five sheep. Even the roots of the grass were dying, and the ground was beginning to wash away in the rain. There were too many animals. Without grass to eat, the animals would die. The Navahos themselves would not have enough food.

5 The government wanted to help. It asked the Navahos to make their herds smaller. It was a sad time for the people. Large herds were very important to them.



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F.S. Key Elementary - Partial Immersion Program
MISCUE ANALYSIS Recording Sheet for 5th

Name:_____ Date:_____ Teacher:_____
Language:_____

PART I Reading Aloud

MIDDLE OF THE YEAR		END OF THE YEAR	
Mistakes when reading aloud	Comments on comprehension questions	Mistakes when reading aloud	Comments on comprehension questions

PART II Comprehension Questions (Write student's response literally and comment as needed.)

1. Why was celluloid invented?		
2. What else could be made		
from celluloid?		
3. Paper is becoming more and		
more expensive, what do you		
think will replace it in the		
future?		

MISCUE ANALYSIS

EVALUATION QUESTIONS
K-5

Student's name:_____ Date:_____ Grade:_____

1. Does student read: haltingly 1 2 3 4 fluently 5

2. What strategies does the student use when she/he does not know a word?

____ guess from context

____ sound out letters

____ combination of sounding out and guessing

____ substitute a word that makes sense

____ put word parts together (re lief)

____ skip word and go on

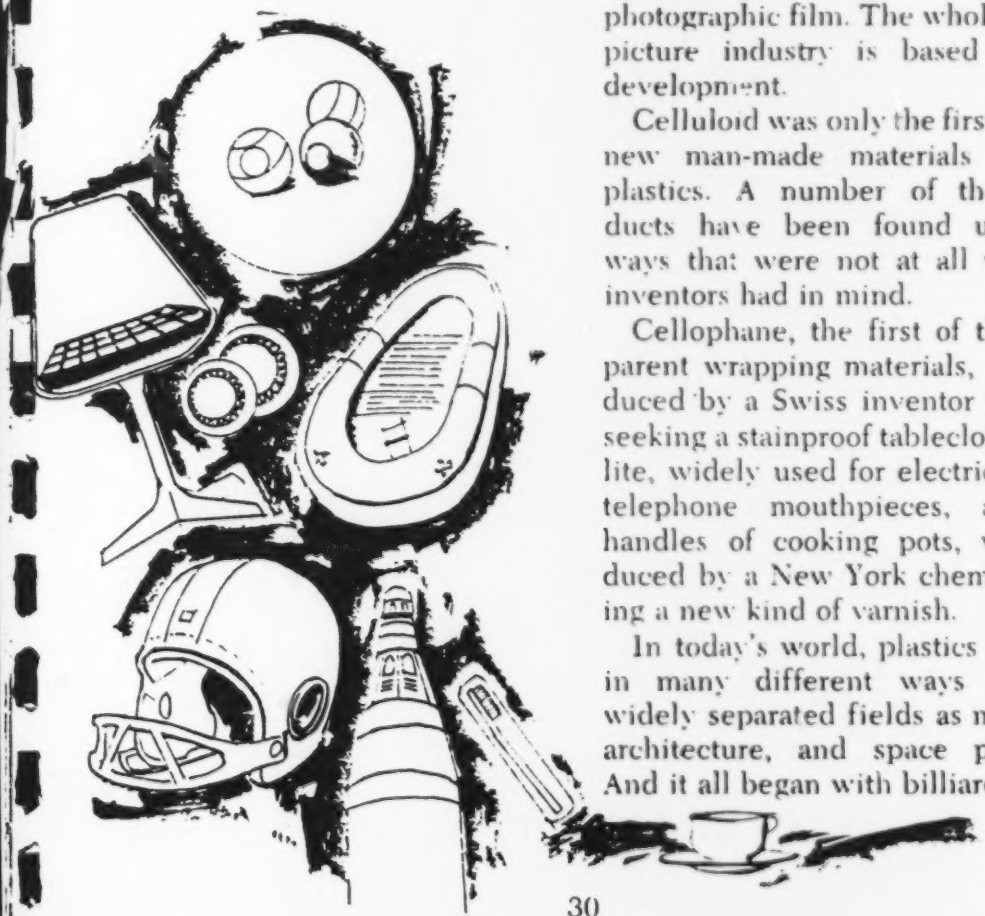
____ look at picture

____ other _____

It All Began with Billiard Balls

John W. Hyatt, a printer in Albany, New York, developed Celluloid in 1869 as a new material for making billiard balls!

Until the 1860s, billiard balls were made of ivory. Ivory was scarce and costly. Because of this, an English manufacturer offered a prize of $10,000 to any inventor who could make a substitute material. Celluloid was the result. Hyatt made it by combining camphor with acid-treated cotton fibers under pressure.



Manufacturers soon found other uses for this valuable new material beside billiard balls. Combs, toothbrush handles, cases for clocks, and eyeglass frames were made. They were just a few of the Celluloid products that began to be sold to the public.

Manufacturers learned to make thin, flat sheets of Celluloid. This made it possible for them to produce such things as stiff white collars for men's shirts and curtains for carriages and buggies.

In 1889, George Eastman used Celluloid to make the first roll of photographic film. The whole motion picture industry is based on this development.

Celluloid was only the first of many new man-made materials we call plastics. A number of these products have been found useful in ways that were not at all what the inventors had in mind.

Cellophane, the first of the transparent wrapping materials, was produced by a Swiss inventor who was seeking a stainproof tablecloth. Bakelite, widely used for electrical parts, telephone mouthpieces, and the handles of cooking pots, was produced by a New York chemist seeking a new kind of varnish.

In today's world, plastics are used in many different ways in such widely separated fields as medicine, architecture, and space programs. And it all began with billiard balls!

END OF UNIT EVALUATION

F.S.Key Elementary School
PORTFOLIO ASSESSMENT

END OF UNIT EVALUATION

Thematic Unit	Date Began	Date Finished

F.S.Key Elementary School
PORTFOLIO ASSESSMENT
CHECKLIST FOR PORTFOLIO

Name of student:_____
Teacher:_____Year:_____

1. Self-portrait (K-2 and 3-5 optional. To be done at the beginging of the year, at the end of the second grading period and at the end of the year.)

1. _____ 2. _____

2. Attitudinal questionnaire (To be done at the beginning and at the end of the year.)

1. _____ 2. _____

3. Quarterly Writing Sample (To be done at the end of each grading period.)

1. _____ 2. _____ 3. _____ 4. _____

4. Self-selected Best Work of Student (To be included at the end of every grading period.)

1. _____ 2. _____ 3. _____ 4. _____

5. Parent Questionnaire (To be done at the beginning and at the end of the year.)

1. _____ 2. _____

6. Anecdotal Records on Reading Behaviors (Done when appropriate on labels.)

1. _____ 2. _____ 3. _____ 4. _____

7. Teacher Selected Work (To be done each grading period.)

1. _____ 2. _____ 3. _____ 4. _____

8. Miscue Analysis (To be done at the beginning and at the end of the year.)

1. _____ 2._____

9. End of the Unit Evaluation (To be done at the end of every thematic unit.) Please attach a sheet listing the thematic units taught during the year and the beginning and ending dates that they were taught.